being envisaged in what is known as the "Wardha scheme/* which was initiated by Gandhi recently. It is too early to say much about the scheme which has marked upon it the stamp of at least two first-class educationalists. It aims at a basic education of seven years, including a knowledge of the mother-tongue and of Hindi. The education will find its focus in a basic craft which will provide the "peg" on which everything else will be hung. The syllabus has been published in India and is well worth study. One cannot resist making the comparison between India and U.S.S.R. in this matter of education. In India the percentage of literacy is 12 (males) and 1-8 (females), while in U.S.S.R. more than 71 out of every 100 children are in school. The percentage in 1929 was 98*4 in cities and 66 in villages, but the figures must be much higher to-day. Before the Great War the figures were 37-9 per cent, (males) and 12-5 per cent, (females). This amazing increase was achieved in a state faced with every kind of obstacle. One may also quote the example of Turkey, where general literacy has been attained. Yet in India only a small percentage of children attend school. The Simon Commission stated that in India as a whole 17 out of every 100 men and 2 out of every 100 women over twenty years of age were entered as literate.

In old times education was by no means neglected in India and though it is true that the *shudras* (agricultural caste) were not expected to study the scriptures and indeed most unpleasant punishments were devised for them should they do so, yet illiteracy was not enjoined upon them. King Ashvapati claimed that in his[r]kingdom not a single person was illiterate and Matthai tells us that the schoolmaster had a definite place in the village economy. He was paid by rent-free lands and assignments of grain. It is interesting to note that the Government of G.P., in its new scheme of